

**ARTS EDUCATION BRANCH
LOS ANGELES UNIFIED SCHOOL DISTRICT
DESCRIPTIVE GUIDE FOR CAPACITY BUILDING INDICATORS: ELEMENTARY SCHOOLS**

A. STANDARDS-BASED CURRICULUM	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
<i>1. The school uses the California Content Standards for the Visual and Performing Arts to plan curriculum and deliver instruction.</i>	All teachers are familiar with and consistently use the California Visual and Performing Arts Content Standards to plan and deliver a sequential and articulated curriculum.	Most teachers are familiar with the California Visual and Performing Arts Content Standards. Many teachers use them to develop and deliver arts instruction in their classrooms.	Some teachers are familiar with the California Visual and Performing Arts Content Standards. Few teachers use them to develop and deliver arts instruction in their classrooms. There is little evidence of sequence or articulation in the arts curriculum.	Few teachers are aware that there are California Visual and Performing Arts Content Standards. Delivery of arts instruction is episodic and accidental.
<i>2. The school has purchased a minimum of one (1) textbook for each student per grade level of current textbooks with ancillary materials.</i>	The school has purchased one textbook for each student per grade level of current textbooks/ bibliographies with ancillary materials for each grade level.	The school has purchased one set of current textbooks/bibliographies with ancillary materials for each grade level.	The school has purchased current textbooks/bibliographies and ancillary materials for some grade level.	No textbooks/bibliographies or ancillary materials have been purchased.
B. INSTRUCTION	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
<i>3. Instruction is focused on students achieving the arts standards.</i>	All students in the school receive sequential, standards-based arts education in dance, music, theatre and visual arts. Arts are offered at all grade levels, with time designated weekly for instruction.	Administration and staff have been engaged in professional development and in-depth discussion of an articulated arts plan. Most students are receiving standards-based instruction school-wide.	Administration and staff have identified arts instruction as a goal. Discussion has begun in the articulation of a school-wide plan and the process of identifying leadership and resources has begun.	The arts are dependent on holiday program needs and are implemented only by interested teachers.
<i>4. Instruction in all four arts disciplines is offered during the school day.</i>	All four arts disciplines are regularly scheduled and available to all students during the instructional day.	Instruction in all four arts disciplines is being offered in most classrooms on a regular basis. There is a clearly stated commitment to expand the offerings to all students.	Some of the arts are being offered in some classrooms by interested teachers or by teachers with some arts background. School has identified arts instruction as a goal and is beginning an implementation plan.	The four arts disciplines are not being offered in a systematic fashion on a daily basis. No arts instruction plan is being followed.
<i>5. Instruction is supported by an appropriate student-to-teacher ratio as defined by the District guidelines for a single class.</i>	It is the consistent policy of the school to have appropriate student-to-teacher ratio in the arts, e.g., 20:1 in K-3 and 32:1 in Grades 4-6. Exceptions are made solely for mainstreaming purposes.	Though the policy of the school is to conduct arts classes at an appropriate student-to-teacher ration, some exceptions are made other than for mainstreaming purposes.	Most of the arts instruction is conducted in classes with a student-to-teacher ratio that exceeds District guidelines.	Little or no consideration is given to student-to-teacher ratio for arts instruction, e.g., doubling of classes.
<i>6. Instruction in each arts discipline is available to all students over the course of a year.</i>	All students receive consistent instruction in dance, music, theatre and visual arts over the course of the school year.	Students receive sporadic instruction in dance, music, theatre and visual arts over the course of the year.	Some students receive instruction in dance, music, theatre and visual arts.	Few students receive instruction in any arts discipline.
<i>7. Instruction in other curricular areas incorporates arts pedagogy.</i>	Teachers consistently utilize arts processes in instruction in other curricular areas.	Teachers periodically utilize arts processes in instruction in other curricular areas.	Teachers are exploring arts processes when instructing in other curricular areas.	No attempt is made to link arts processes in the instruction of other curricular areas.
<i>8. Instruction is organized to support the arts learning of special needs students through appropriate mainstreaming as defined by District guidelines.</i>	All special needs students with IEP’s indicating instruction in the arts are mainstreaming into appropriate arts experiences.	The IEP process systematically identifies appropriate arts experiences for mainstreaming most special needs students.	The school is attempting to incorporate arts instruction in to the IEP process for some special needs students.	The IEP process does not systematically consider appropriate arts instruction for special needs students.
<i>9. Community arts partners support arts instruction in the school during the school day.</i>	The school consistently selects community arts partners who provide arts experiences during the school day and professional development that supports standards-based learning in the arts.	Most of the community arts partners selected by the school provide arts experiences during the school day and professional development that supports standards-based learning in the arts.	Some of the community arts partners selected by the school provide arts experiences during the school day and may or may not provide professional development that supports standards-based learning in the arts.	Community arts partners selected by the school do not provide arts experience during the school day nor professional development that supports standards-based-learning in the arts.
C. PROFESSIONAL DEVELOPMENT	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
<i>10. The arts are included in the school’s professional development plan on a comprehensive, on-going basis.</i>	The arts are systematically included in the school’s professional development plan. New teachers are provided with added support. Teachers are developing expertise that they share with the staff.	Yearly professional development in all four disciplines is included in the school’s professional development plan. Teachers demonstrate and share best practices with the staff throughout the year.	The arts are somewhat addressed in the school’s professional development plan. Some effort is made to collect school-wide information on teacher expertise and experience in the arts.	The arts are not included in the professional development plan of the school. Little or no information is known about teacher expertise in the arts.
<i>11. Teachers at all grade levels are provided with professional development in the arts.</i>	The entire school instructional staff participates in professional development in the arts. There is a shared expectation that what is learned in professional development is practiced in the classroom.	A majority of the school’s instructional staff participates in professional development in the arts. There is evidence of incorporation of the arts into classroom practice.	Participation the arts professional development is on a limited basis. Teacher’s use of the school’s inside and/or outside professional development opportunities is limited to developing classroom or grade-level activities with students.	Teachers may or may not pursue professional development in the arts. This work is done independently and with little or no sharing among colleagues.
D. COACHING	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
<i>12. Arts teachers provide model lessons with follow-up for classroom teachers on an on-going basis.</i>	The entire staff are members of the arts cadre and receive model lessons on an on-going basis in all four arts disciplines.	Most of the staff are members of the arts cadre and receive model lessons in each of the four arts disciplines.	A few of the staff members are receiving model lessons and follow-up from any arts teachers on an on-going basis.	Model lessons are not provided for classroom teachers.
<i>13. Classroom teachers with arts expertise provide instructional support in the arts for their peers.</i>	All classroom teachers have participated in the Elementary Arts Prototype Program and are sharing expertise with each other on an on-going basis.	Most arts cadre teachers share arts expertise with other staff as their experience and expertise dictate. Arts instruction may be support by others, i.e., teaching assistants, artists-in-residence, volunteers, parents and with after-school personnel.	Many of the teachers have limited arts backgrounds or experiences. Outside arts opportunities are limited to teachers with arts interest.	There is little or no opportunity to provide support in the arts by peers and colleagues at the school.

Please note: Responses to the Descriptive Guide for Capacity Building Indicators should be shared with as many staff as possible for their ratings. Responses on the score sheet should reflect a whole school assessment, not simply the classrooms that receive arts instruction or arts activity opportunities. The Descriptive Guide school should be used to calibrate the entire school community’s impression on the delivery of a systemic quality arts education program.

E. STUDENT ASSESSMENT	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
14. <i>Assessment guides the school’s decisions about arts curriculum and its delivery.</i>	All students are assessed, e.g., performances tasks and/or portfolios, and results are used to guide instruction.	Arts instruction consistently contains embedded assessment and some performance tasks are given.	Assessment is informal or episodic and results do no necessarily guide instruction.	There is no organized assessment in the arts.
15. <i>Assessment in the arts includes student self-assessment based upon specific criteria.</i>	All arts instruction provides opportunity for consistent, on-going self-assessment based on clearly defined criteria generated by teachers with students.	There is evidence of on-going self-assessment in the arts, and teachers generally create defined criteria without student input.	There are infrequent, informal and/or episodic opportunities for student self-assessment in the arts.	There are no opportunities or specific criteria for student self-assessment in the arts.
16. <i>Assessment in the arts includes standards-based performance tasks.</i>	Performance tasks drive and inform instruction, monitor student progress and provide feedback to students and parents.	Performance tasks are used primarily to monitor student progress; feedback to student and parents is provided.	Very few performance tasks are used as assessment tools and only by some teachers.	Performance tasks are rarely used as assessment tools.
17. <i>Assessment includes assessing process as well as product.</i>	Arts assessment consistently reflects emphasis on process by providing many opportunities for students to self-evaluates, set goals and improve their work.	Arts assessment is beginning to have emphasis on process as teachers provide opportunities for students to self-evaluate and set goals.	Arts assessment is generally focused on a final product and included limited self-evaluation opportunities.	Arts assessment is focused solely on a final product.
18. <i>Assessment includes samples of students’ standards-based work in the arts.</i>	It is established practice at the school to include samples of students’ work in the arts in the collective assessment of student progress at all grade levels. Benchmark performance tasks have been collaboratively established for this purpose.	Most teachers include samples of students’ work in the arts in the collective assessment of student progress in all grade levels.	Some teachers include samples of students’ work in the arts in the collective assessment of their own students.	Samples of students’ work in the arts are not included in the assessment of student progress at any grade level.

F. COLLABORATION	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
19. <i>Teachers with arts expertise share teaching strategies with colleagues.</i>	All teachers have gained arts expertise and regularly collaborate in sharing strategies in an organized plan, school-wide.	Many teachers have gained arts experiences and are prepared to lead organized arts discussions and activities with significant portions of the school, based upon student needs.	An organized effort is being made to identify teacher with arts expertise or interest, resources and time to build their capacity and work collaboratively with colleagues are provided.	There are few teachers with arts expertise at the school, and there is no organized effort to share arts experience with colleagues or develop the capacity to do so.
20. <i>Teachers share arts materials, information, and access to resources.</i>	All teachers participate in a school-wide plan for sharing arts materials and resources.	Most teachers collaborate to strategically organize school-wide use of arts materials and resources.	Some teachers collaborate to organize the use of arts materials and resources for classroom use.	Arts materials, information and resources are isolated in individual classrooms for use by single teachers only.
21. <i>Time is allotted for collaborative instructional groups to meet across grade levels and arts disciplines.</i>	Time for collaborative instructional groups in the arts to meet is regularly and consistently allocated.	Administration and staff have been engaged in in-depth discussions on how to increase already existing opportunities for collaborative instructional groups to meet regarding the arts.	Administration and staff have discussed how to establish opportunities for collaborative instructional groups to meet regarding the arts.	There has been no effort to establish opportunities for collaborative instructional groups to meet regarding the arts.

G. ADMINISTRATIVE LEADERSHIP	10: FULLY IMPLEMENTED	7: COMMITTED	3: INITIAL STEPS	0: NOT YET ATTEMPTED
22. <i>The school’s leadership views the arts as a part of the core curriculum of the school.</i>	All subject areas at the school are given equitable consider in terms of time, space, resources and personnel. The arts are a full partner in the teaching and learning goals of the school and are supported by the administration.	All subject areas at the school are considered when determining the amounts of time, space, resources and personnel that will be dedicated to the effort. The arts are an important, but not yet fully equal, partner in the teaching and learning goals of the school and are generally well supported by the administration.	Other core academic subjects receive priority in the distribution of time, space, resources and personnel to meet the teaching and learning goals of the school. The arts are provided some opportunities by the administration.	The arts are not considered when determining the amount of time, space, resources and personnel to meet the teaching and learning goals of the school.
23. <i>Site-based resources are consistently allocated and fairly distributed to support arts instruction.</i>	Arts resources are consistently allocated and fairly distributed to support arts instruction in all classes. All teachers have ready access to information and opportunities in the arts. Budget allocations for the arts are processed in a timely manner.	There are adequate arts resources at each grade level to support arts instruction. There is a plan in place to address areas of weakness and budget allocations are targeted accordingly. Information and access to arts opportunities is available.	Allocations for arts resources have been identified and goals have been set for securing adequate, baseline resources for arts instruction. Information and access to arts opportunities may be made available.	Arts resources are limited to a few classrooms. There is no/low accountability for the maintenance of arts supplies and a system for processing arts budgets is not in place. Information and access to arts opportunities are not shared with the staff.
24. <i>School facilities are provided for optimum learning in the arts.</i>	Facilities designated for arts use are clean, safe and available for scheduling on a consistent basis.	Facilities designated for arts use are scheduled when possible, but are shared with other school programs and functions.	Other school programs frequently pre-empt facilities needed for arts instruction. When space is available it is interrupted by other school business.	Other school program and functions take precedence over space usage for arts instruction and activities.
25. <i>There is a designated school-site administrator who facilitates the full implementation of the arts.</i>	A school administrator assumes full responsibility for the arts at the site and routinely provides the community with information on progress towards highest achievement in the arts.	A school administrator understands the requirements for implementation of a quality arts program and provides appropriate leadership towards successful achievement in the arts.	A school administrator accepts the arts as an important aspect of a quality education but delegates the authority to manage the arts program to others.	The school administrator is not in direct contact with the arts program and does not make public the arts as central to student achievement at the school.

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